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ABSTRACT

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with ensuring program operations. Addressed in the module are the following topics: identifying management needs and developing a management plan, implementing procedures for monitoring career guidance programs, and supervising staff. The module consists of readings and learning experiences covering nine competencies related to these three topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, sample records and forms, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

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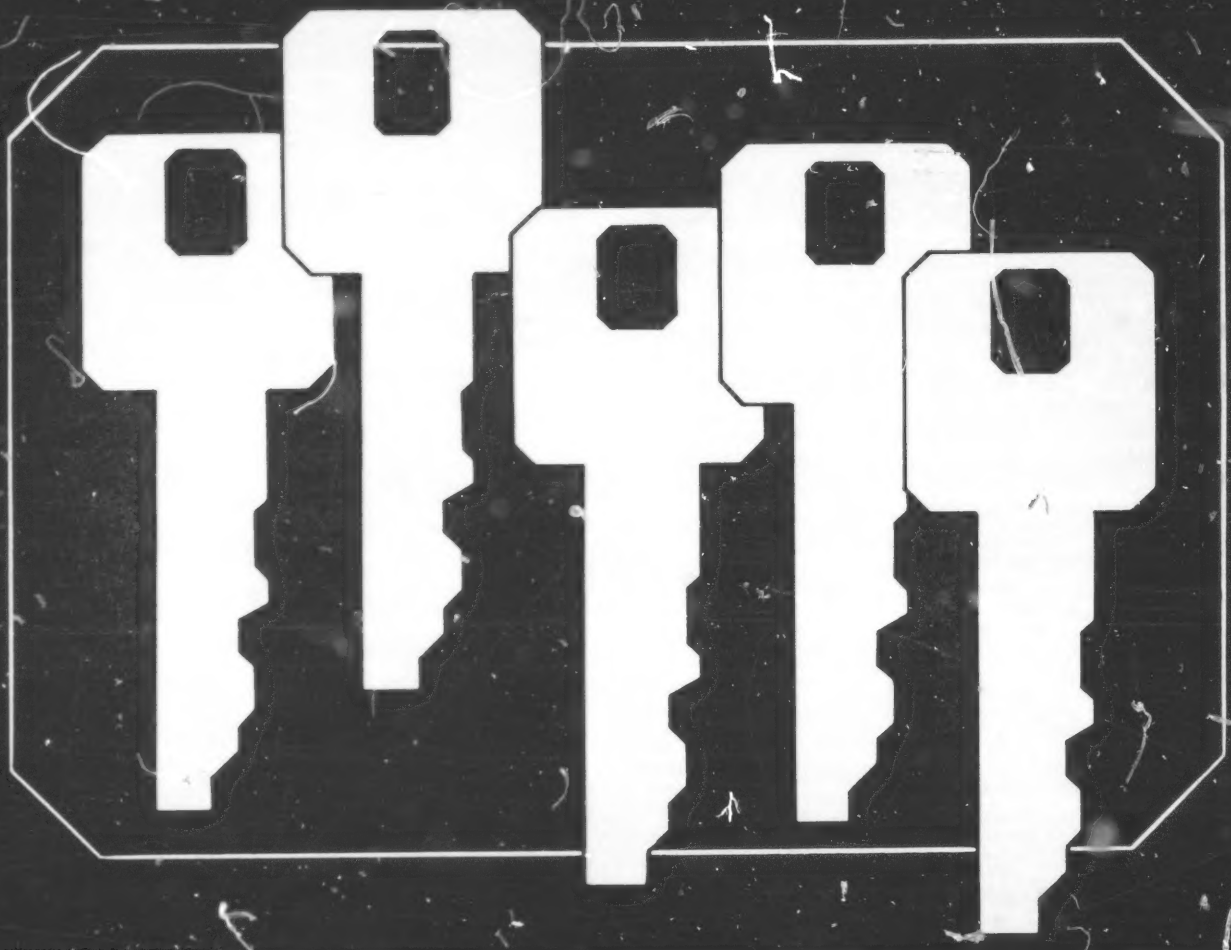
Ensure Program Operations



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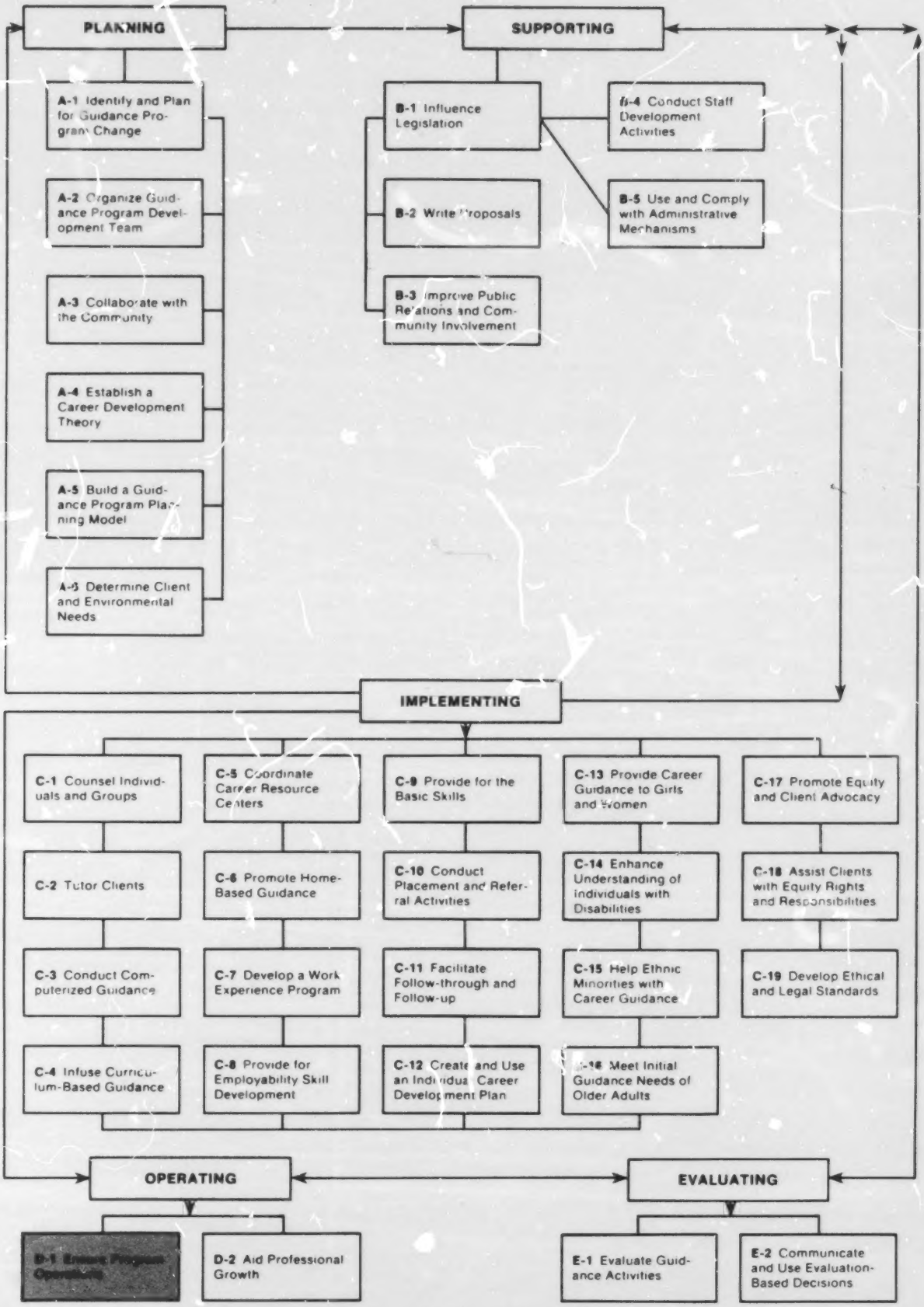
PLANNING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
SUPPORTING
B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms
IMPLEMENTING
C-1 Counsel Individuals and Groups
C-2 Tutor Clients
C-3 Conduct Computerized Guidance
C-4 Infuse Curriculum-Based Guidance
C-5 Coordinate Career Resource Centers
C-6 Promote Home-Based Guidance
C-7 Develop a Work Experience Program
C-8 Provide for Employability Skill Development
C-9 Provide for the Basic Skills
C-10 Conduct Placement and Referral Activities
C-11 Facilitate Follow-through and Follow-up
C-12 Create and Use an Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
C-17 Promote Equity and Client Advocacy
C-18 Assist Clients with Equity Rights and Responsibilities
C-19 Develop Ethical and Legal Standards
OPERATING
D-1 Ensure Program Operations
D-2 Aid Professional Growth
EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Ensure Program Operations

MODULE
CG
D-1

Module CG D-1 of Category D — Operating
Competency-Based Career Guidance Modules

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1985

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions. over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of the effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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ABOUT THIS MODULE

ENSURE PROGRAM OPERATIONS

Goal

After completing this module, you will have a better understanding of the skills involved in monitoring details of the career guidance program, making necessary modifications to ensure its quality, motivating staff and volunteers, directing and supervising their activities, and resolving conflicts.

INTRODUCTION 5

READING 7

Competency 1. Describe in detail each general program component of planning, supporting, implementing, operating, and evaluating, including its goals, activities, staffing, budget, concerns, and major accomplishments 7

Competency 2. Assess the status of facilities, equipment, and materials used in the program on an ongoing basis, and suggest modifications necessary for program effectiveness 7

Competency 3. Describe the essential characteristics of various recognized management systems such as Program Planning Budgeting System (PPBS), Program Evaluation Review Techiques (PERT), and Management by Objectives (MBO). Select a management system(s) that is appropriate for program accountability in a particular setting 7

Competency 4. Monitor all components of the program, providing ongoing verbal and material support to staff and clients, and make decisions to solve management problems as they occur 11

Competency 5. State a philosophy of supervision and describe in general terms a comfortable supervisory style 15

Competency 6. Describe the staff selection process including anticipating requirements for staff, recruiting, interviewing, evaluating past experience and credentials of applicants, and hiring 15

Competency 7. Describe several methods to increase job satisfaction of staff including improving the work itself, improving interpersonal relationships, providing meaningful feedback, increasing participation in program decision making, increasing competency and autonomy, and providing physical comforts and advantages 15

Competency 8. Identify conflict among staff members and between staff and other individuals and groups when they arise and select select and implement methods to resolve these conflicts 15

Competency 9. Evaluate performance of staff on a regular basis and describe positive ways to reinforce, reprimand, or dismiss staff members as necessary 15

LEARNING EXPERIENCES

1. Identifying Management Needs and Developing a Management Plan 21
2. Implementing Procedures for Monitoring Career Guidance Programs 29
3. Supervising Staff 35

EVALUATION 43

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

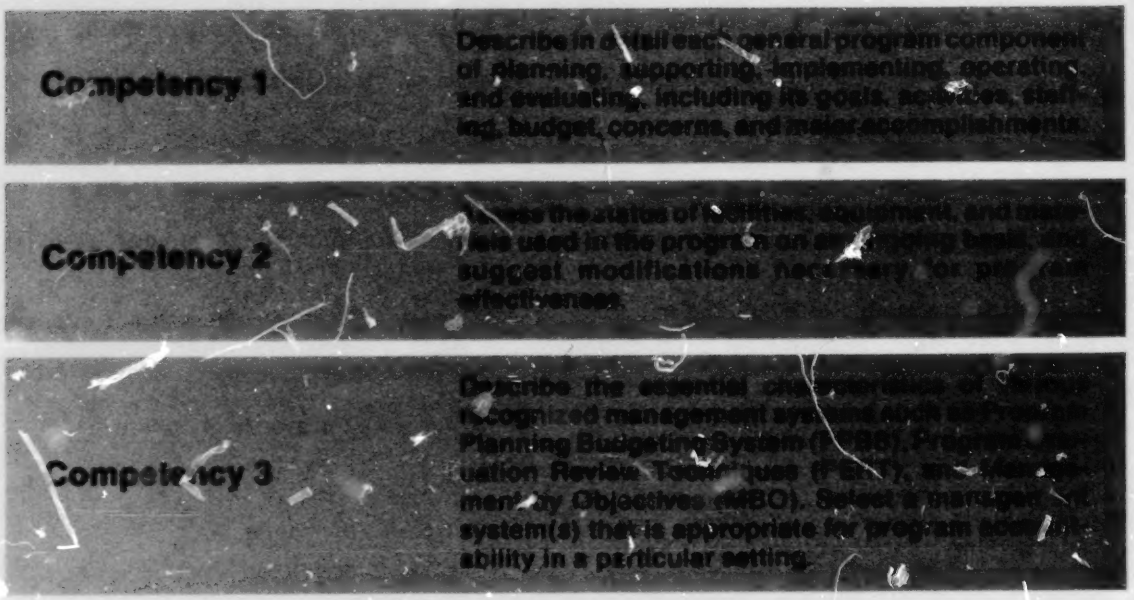
The success of your career guidance program depends on effective planning and managing. Many of the modules in this series help you understand how to plan your career guidance program including such steps as assessing client needs, setting program goals, selecting guidance processes, and helping staff develop the skills needed to conduct the career guidance program which you have designed.

Another important aspect of operating a career guidance program is planning how you will manage the program. A well-designed program can fail because of weak management. Benson (1977) indicates some key problems such as the following:

- Budgeted funds are underspent
- A written work plan is not developed
- Costs, objectives, and activities are not tied together
- Personnel job descriptions and expectations lack clarity

You are interested in developing a career guidance program to meet the important needs of your program participants. This module provides management skills which will help you operate your program so that it produces the outcomes that you desire. You will learn how to develop a plan to monitor the operation of your program, to analyze your own management style, and to motivate staff during the implementation of your program.

Identifying Management Needs and Developing a Management Plan


Competency 1
Describe in detail each general program component of planning, supporting, implementing, operating and evaluating, including its goals, services, staffing, budget, concerns, and major accomplishments.
Competency 2
Assess the status of facilities, equipment, and materials used in the program on an ongoing basis, and suggest modifications necessary for program effectiveness.
Competency 3
Describe the essential characteristics of three recognized management systems (such as Program Planning Budgeting System (PPBS), Program Evaluation Review Technique (PERT), and Management by Objectives (MBO)). Select a management system(s) that is appropriate for program accountability in a particular setting.

When developing a plan for monitoring your program operations, it is helpful to think about why you need to have such a plan. There are three possible advantages to developing a thorough plan to use in monitoring your program.

1. **Compliance**--You need management information which will help you **account for the money** that is being spent for your program. Some organization, institution, or agency is funding your program. No doubt, your funding source requires you to report to them about how the money is spent according to legal or other requirements, whether you can account for how it was spent, and whether it has produced desired outcomes.

2. **Plan Accomplishment**--You also need management information to help you assess whether your guidance **program plan** is being followed. Planning takes time. The use of planning time can be justified only if the plan is actually implemented. Management information can help you determine whether process objectives are being achieved.

3. **Management Decisions**--Another important use of management information is to identify potential or real **problems**, and to develop management strategies to avert problems before they occur or to resolve problems as they appear. There are many management strategies which you can use to ensure effective program operation. It is, however, important for you to identify problems early before they have a major impact on your program.

There are several different types of management techniques available for use in career guidance programs. Two major techniques are Program Planning Budgeting System (PPBS) and Program Evaluation Review Techniques (PERT). These management techniques can be used to develop a program operations plan for career

guidance programs. The techniques can be quite complex and have been applied to large businesses, agencies, and institutions. Although you do not need to apply extremely complex models of these techniques to your program, they can suggest some basic techniques which will help you develop a useful management plan. PPBS is basically a technique for developing a plan for how you will accomplish your program goals. Other modules have helped you assess needs, develop expected program outcomes, and state implementation objectives. PPBS can help you develop a comprehensive plan indicating who will do what at what time and at what cost. Developing this type of plan will help ensure that your program outcomes can be accomplished with existing staff, facility, equipment, material, and financial resources within a specified period of time.

Sample 1 is an example of PPBS that has been adapted from a plan developed for the Roseville Area Schools in Minnesota as reported by Benson (1977). The staff has planned a career guidance program and developed eight process objectives. They developed the following management plan which states the following for each of the eight process objectives: (1) tasks needed to accomplish the objectives, (2) time lines for accomplishing the objectives, (3) person(s) responsible for completing the objectives, and (4) the cost of the objectives.

PPBS can help you develop a comprehensive management plan for achievement of each of your implementation objectives. However, as a manager, you also need some systematic way of monitoring whether the management plan is being followed at various points in time throughout your program. Another management technique, PERT, can be used to help you identify a plan for tracking and monitoring your management plan throughout the course of your program. PERT charts are graphic displays which allow you to review quickly the various tasks needed to implement your program, the amount of time required for each, the date on which each task should be completed, and the total range of tasks being conducted at any given point in time during your program orientation period. PERT charts can be quite simple or very complex. Sample 2 is an example of a simple chart related to the development of a career resource center (Axelrod, Drier, Kimmel, and Sechler 1977).

The following process objectives were determined to be needed for the development of a career resource center:

1. Hire and assign staff and volunteer help.
2. Prepare room and locate district materials and equipment.
3. Purchase needed materials and equipment.
4. Develop all operational procedures for center.
5. Promote the availability of the center.
6. Conduct inservice training on center use.
7. Operate the center.
8. Evaluate the center.
9. Develop second-year proposal.

This chart was developed to provide a schedule for accomplishing these tasks during the first year of the career resource center.

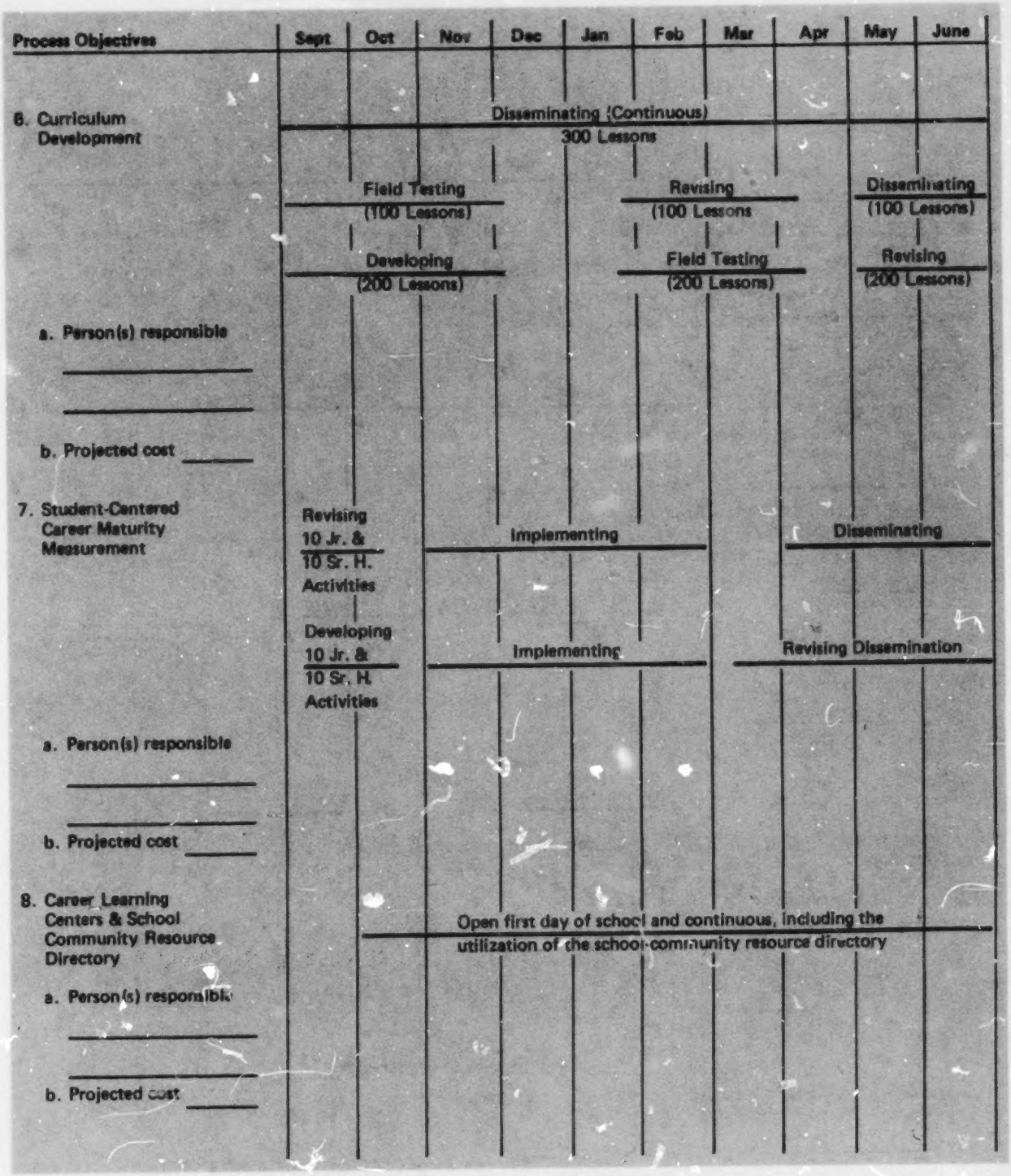
The plan of action in sample 2 projects how it is intended to organize and begin operation of the career resource center during a school year. A time line and operational objectives are presented.

Sample 1

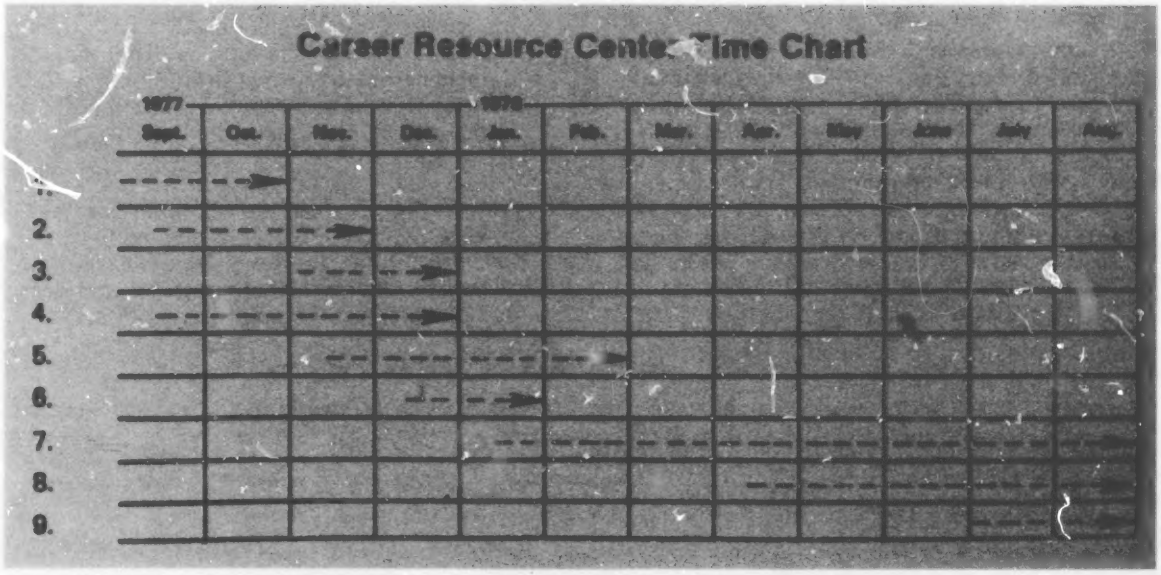
Example Management Plan

Process Objectives	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Shared Decision Making Implementation Structure	Advisory Committee (Monthly meetings all year)									
	Steering Committees (Meeting 4 times a year)									
a. Person(s) responsible _____ _____										
b. Projected cost _____										
2. Staff Awareness & Motivation Presentations					Continuous					
a. Person(s) responsible _____ _____										
b. Projected cost _____										
3. Graduate Credit Workshops		Intro to Career Ed Teacher-Advisor Skills				Teaching Group Skills Shared Decision-Making			Student Centered Career Maturity Assessment	
a. Person(s) responsible _____ _____										
b. Projected cost _____										
4. Community Education Career Planning Seminars & Specialized Workshops		Comm. Seminars				Comm. Seminars				
			Specialized Workshop						Specialized Workshop	
a. Person(s) responsible _____ _____										
b. Projected cost _____										
5. School-Community Exchanges & Internships			Round 1 (13 exchanges)							
a. Person(s) responsible _____ _____										
b. Projected cost _____					Round 2 (12 exchanges)					

Example Management Plan (continued)



Sample 2



Procedures for Monitoring Career Guidance Programs

Competency 4

Monitor all components of the program, providing ongoing verbal and material support to staff and clients, and make decisions to solve management problems as they occur.

When using management techniques to develop a management plan, you develop a plan that states specific program objectives, tasks, resources, and time lines. This management plan provides the basis for monitoring program operations. The monitoring process includes three basic steps.

1. **Determine Monitoring Information Needs**--Using the information in your management plan, you can develop specific instruments that state objectives, tasks to be completed, time lines for completion, staff responsible for the task, and estimated costs. A first step in developing a monitoring plan is to develop a **comprehensive list** of all program elements to be monitored.

2. **Gathering Management Information**--Once a comprehensive monitoring plan has been developed to determine methods to use in collecting the information needed for the monitoring plan. There are several methods which you can use. First, whenever possible, use information procedures. Examples of this would be case records, student records, requisitions for financial expenditures, etc. Second, you can gather information periodically from your program staff. If you use this technique, it is important to inform staff about when you will be gathering information and what type of information you will be requesting. Finally, involve staff in the information collecting process by informing them about the information you need and

encouraging them to report the information to you on a regular basis.

3 **Report Monitoring Information to Staff**--Once you have gathered and analyzed management information, develop procedures for reporting the results of monitoring activities to your staff. This means developing easy to understand reports that will be clear to the staff. More important, the goal of reporting monitoring information is to help staff improve their performance on those tasks which are not being performed at the level specified in your management plan. This means that you will want to work with your staff to help them understand the reports, to identify cooperatively areas where performance is not as high as expected, to determine reasons why performance is not as expected, and to develop procedures for improving performance.

Sample 3 is an example of a total program review plan. Note that it lists specific tasks and time lines for each implementation objective. The following materials provides some examples of monitoring reports.

Sample 3

...ic Review Points

The following units will be in operation by:	October 31 Status	...uary 31 Status	April 31, Status
1. Shared Decision-Making Structure	All committees and task forces activated	Two or more meetings held by each group	All ... programs implemented except evaluation reaction
2. Staff Workshops Presentations & Community Seminars	Two workshops started One presentation in each of the five secondary buildings One community ...minar series st...rted	Two workshops completed Two new workshops started	All general workshops completed
3. School-Community Exchanges	Applications collected for first round of exchanges	First round exchanges and internships underway Second round applications collected	First round exchanges and internships completed and Second round underway
4. ...rriculum	Dissemination of 300 lessons started Field testing of 100 lessons started Development of 200 lessons started	Dissemination well underway of 300 lessons Field testing of 100 lessons comp... Development of 200 lessons completed	Dissemination co...tinued (300 lessons) Ready for dissemination (100 lessons) Field testing ...derway (200 ...
5. Student-Centered Career Maturity Measurement	Students and Staff ...ified Pretesting ...d initial planning of activities	One-ha... of activities implemented and evaluated	Seventy-five percent of activities implemented
6. Career Learning Centers and School Community Resource Directory	All five centers and directories fully operational		

Sample 4 is another example of a monitoring report. This report is used by the United States Employment Service. Note that it states standards for staff performance and asks staff to report their actual performance.

The second part of this monitoring procedure helps staff summarize their performance and develop specific suggestions for improving their performance when it does not meet the specified performance standards.

Sample 4

Counseling Caseload Analysis

The purpose of this exercise is to help you complete the analysis of your caseload and the effectiveness of your counseling services for your counselees.

Part I. **Complete a Counseling Caseload Report** on your caseload for the past month. Then compare your results with the following standards.

Standards		Your Results
(a) Initial counseling	From Plan of Service ____	_____
(b) Total counseling	From Plan of Service ____	_____
(c) Counseling ratio	2.5 to 1 (+.6)	_____
(d) Active caseload	80 individuals (±5)	_____
Outcomes		
(a) Positive outcomes	80% of closed cases	_____
(b) Placed by E.S.	Equal or better than office placement rate (minimum 22%)	_____
(c) Self-placed in vocational objective	Percentage should not exceed percentage placed by E.S.	_____
(d) Other positive outcomes		
(e) Negative outcomes	Maximum 20% of closed cases	_____
Placed by E.S. or self-placed outside vocational objective	Maximum 5%	_____
All other negative outcomes	Maximum 15%	_____
Estimates of Counselee Change	Total declined Total no change Total improved Total unknown Total no problem	_____ _____ _____ _____ _____

Part II.

1. Considering (a), (b), and (c), did you meet plan of service goals?____
   If you answered "No," outline corrective action you will take.

2. Did you meet placement standard for the month?____

   a. Number of job developments____

   b. Number of job development placements____

   c. Number of job referrals____

   d. Referral to placement ratio____

   If you answered 2. "No," outline corrective actions you will implement.

3. Were your total positive outcomes within ± of 5% of the 80% standard? If it was below 75%, what will you do to improve your percentage of positive outcomes?

4. If "Placed by E.S. Outside Plan" and "Self-Placed Outside Plan" exceed 5%, what was the reason? What corrective actions will you take?

From U.S. Dept. of Labor, *Accountability and Productivity*, p. 125-126.

Supervising Staff

Competency 5	State a philosophy of supervision and describe in general terms a comfortable supervisory style.
Competency 6	Describe the staff selection process including anticipating requirements for staff recruiting, interviewing, evaluating past experience and qualifications of applicants, and hiring.
Competency 7	Describe several methods to increase job satisfaction of staff including improving the work unit, improving interpersonal relationships, providing meaningful feedback, increasing participation in program decision making, increasing competency and autonomy, and providing physical comforts and advantages.
Competency 8	Identify conflict among staff members and between staff and other individuals and groups when they arise, and select and implement methods to resolve these conflicts.
Competency 9	Evaluate performance of staff on a regular basis and describe positive ways to reinforce, reprimand, or dismiss staff members as necessary.

The management of career guidance programs involves the organization of all program resources including staff, facility, equipment, material, and financial resources. Staff resources are the most important career guidance program resource. The major emphasis of these training modules is the importance of the systematic, comprehensive planning, implementation, and revision of career guidance programs. These program development activities are not completed by the program manager alone; they rely on the cooperative efforts of the total program staff. Therefore, the success of a career guidance program depends, to a great extent, on management skills in the area of staff supervision. The following major areas related to staff supervision need to be considered.

- What is your management philosophy?
- How will you select staff for your program?
- How can you enhance the job satisfaction of your staff?
- How can you recognize and resolve staff conflicts?
- How can you evaluate and improve staff performance?

Your Management Philosophy

Perhaps you never thought about your management philosophy. A key to your management philosophy is the way that you feel decisions should be made within your program. Here are four types of management styles which were developed by Dr. Rensis Likert (Vialle and Hills 1973).

I. **Exploitive-Authoritative**--A management approach that has little interaction between superiors and subordinates while achieving organizational objectives. Communication is downward with the bulk of decisions made at top levels.

II. **Benevolent-Authoritative**--A management approach that has little interaction between superiors and subordinates. There is little opportunity for staff at lower levels to decide how their specific tasks will be done.

III. **Consultative**--A management approach that includes substantial superior-subordinate trust and both upward and downward communication. Major policy decisions are made at the top level and more specific decisions are made at lower levels.

IV. **Participative-Group**--A management approach where subordinates and superiors exhibit mutual confidence and trust in all matters. Communication is both upward and downward. Personnel at all levels feel a real responsibility for achieving organizational goals.

The management styles are determined by the extent to which a career guidance program manager shares responsibility for decision making with the staff. Most of the modules in this series stress the importance of team building and staff development. You may want to think about your current management style and review various modules for ideas about how you can increase the amount of shared decision making within your program. Some advantages of sharing decision making within your staff group would include more accurate assessment of program participants needs, a greater diversity of possible program strategies, greater productivity, increased staff motivation, and improved staff morale.

The Staff Selection Process

Selecting staff and assigning staff roles is a key management function. Selecting staff involves both the hiring of new staff members and the redefinition of roles for your current staff members. The following are factors which are important to consider when selecting and assigning staff for key roles within the career guidance program:

- Does the individual have the skills and knowledge needed to perform the tasks required in the job role?
- Does the individual understand and support the goals of the total career guidance program?
- Does the individual have an interest and desire to perform the tasks related to the job role?
- Does the individual understand and appreciate the relationship between job role and other aspects of the program?

The first type of staff selection with which you will be involved is the selection of **current staff** for new roles and tasks within your program. Some guidelines that can be used here are as follows:

1. **Involve Staff in Role and Task Definition**--Throughout the program planning process, you have been involving staff in the process of setting program goals, selecting guidance strategies, and developing implementation objectives. This means that staff are aware of and have participated in the development of staff roles and task definitions.

2. **Involve Staff in Job Analysis**--To redefine staff roles, you need to compare tasks which are currently being performed to tasks that need to be performed to implement your newly designed career guidance program. You can involve staff in this process by having them identify their current job tasks, compare current to needed tasks, and identify changes in job tasks that are required by your program design.

3. **Involve Staff in Defining New Job Roles**--After your staff has cooperated in the job analysis process, they can begin to develop new role definitions. Again, at this point, each staff member should be involved. Differential staffing may be used. Let staff assess their own strengths and interests, and develop new role statements that include tasks identified for your program.

After your current staff have analyzed new job roles and redefined their current job roles to include tasks which are needed to implement the new program, you may identify a need for hiring **new staff**. You may or may not have direct responsibilty for hiring new staff. This depends on the size and nature of your organization. There is apt to be some other person in your organization who has key responsibility for the personnel function. However, you will want to be involved in the process of selecting new staff. Here are the steps involved in the selection of new staff.

1. **Job Analysis**--The first step is to develop a clear description of the tasks to be included in the job role. You will be able to develop job descriptions based on an analysis of implementation objectives and of the new job descriptions that have been developed for the current staff.

2. **Recruiting**--Involves requesting the position, developing a job description which states minimum requirements, desired qualifications, duties, salary, and equal employment opportunity statements; and advertising the position. You and your program staff will want to be involved throughout this process.

3. **Interviewing**--During the interviewing process, the candidate should have the opportunity to meet with representatives of your total staff. The interview should be an opportunity to inform the candidate about the program and to gather information needed to evaluate the candidate.

4. **Evaluation**--During this step, analyze information that has been gathered about the candidate. There are several areas to consider including the candidate's general understanding and support of the program, interpersonal skills related to the program's participant population, specific skills related to job tasks, and team skills that will support program planning, implementation, and revision.

5. **Hiring**--During this step, consider affirmative action plans, communication to verify continued interest in the applicant, procedures for written notification of selection, and orientation of the new staff member.

Ensuring Staff Job Satisfaction

An important aspect of program management is ensuring job satisfaction for staff. There are several key areas related to job satisfaction. Review the following areas and think about specific strategies to use in your program to increase the staff's job satisfaction.

1. **Shared Power**--Earlier in the reading you learned about management styles. Job satisfaction can be increased through shared decision making. This means that all staff have the opportunity to give input and share in the decisions that affect their job roles. Throughout the program, you can support job satisfaction by sharing the decision making process with the staff.

2. **Increased Competence**--Your staff will be happier and more confident if they feel that they have the skills and knowledge needed to perform the tasks required of them. This means that the ongoing opportunity for staff development is important. Module CG B-4 *Conduct Staff Development* can help you plan both group and individual staff training activities that can support continued job satisfaction as well as program success.

3. **Peer Support**--Job satisfaction depends on the quality of staff interaction with their coworkers. People who work without satisfying human interaction are often dissatisfied regardless of the nature of their job roles. Teaming is an important concept related to career guidance program development. Module CG A-2, *Organize Guidance Program Development Team*, can help you develop team support for your staff that will facilitate both program development and job satisfaction.

4. **Feedback on Performance**--Another factor related to job satisfaction is feedback on performance. Earlier in the reading you learned how to develop a monitoring plan to support program operations. An important part of this monitoring plan is the periodic feedback of monitoring information to your staff. This feedback should be supported by the cooperative planning of procedures to improve staff performance.

Identifying and Resolving Conflicts

As a program manager, it is important to understand conflict resolution. Although it would be nice to avoid all conflicts among staff, conflict is inevitable. It is one of the laws of life. Conflict can be viewed as something that is dangerous or as something that is positive because it promotes growth and change. The important thing is to resolve conflicts in a positive way. Here are some principles to guide you.

1. **Recognize Conflict When it Occurs**--Although there is a temptation to ignore conflict, you will be more successful if you recognize that it will occur at times and can be a basis for growth.

2. **Develop Mutual Trust**--Conflict resolution is easier when there is mutual trust among you and your staff. When this trust is present, staff will be more willing to recognize and communicate about conflicts as they occur.

3. **Have the Courage to Deal with Conflicts**--When you see signs of conflicts such as rigid attitudes, apathy, silence, or polarizing of staff, initiate action to clarify the conflict and to seek ways of resolving it.

4. **Focus on Ideas Not People**--A helpful principle to follow in conflict resolution is to focus on the ideas on which there is disagreement and to avoid personal attacks on the individual who holds those ideas.

5. **Listen for Understanding**--Since conflict situations are highly emotional, there is a tendency to evaluate and find early solutions. However, it is more helpful to listen carefully to gain an understanding of the real issues without attempting to determine who is "right" or "wrong."

6. **Seek a Win-Win Strategy**--Often people feel they must either win or lose in a conflict situation. It is possible to develop a conflict solution in which both parties win. This will be easier if there is mutual trust and open communication during the conflict resolution process.

Evaluating and Improving Staff Performance

A final important management function is evaluating and improved staff performance. If staff have been involved in program planning and improvement, staff evaluation can be a nonthreatening, positive experience for both you and your staff. Here are the steps in the staff evaluation and improvement process.

1. **Use Management Information to Review Performance**--Management plans specify the objectives to be achieved and the tasks, resources, and time lines associated with the objectives. As you develop and use procedures for monitoring your career guidance program operations, you will collect information needed to evaluate staff performance. The development and use of a management plan provides an objective basis for the evaluation of staff performance.

2. **Compare Performance to Plan**--As you collect management information that describes staff performance, you can compare actual staff performance to planned performance. This comparison will help you identify discrepancies between planned and actual performance. These areas of discrepancy can become the basis for discussion during staff performance reviews.

3. **Identify Reasons for Discrepancies**--When discrepancies are identified, you can work cooperatively with staff members to identify reasons for the discrepancies. These reasons may include inappropriate plans, unanticipated events, lack of skills, lack of resources, and the like.

4. **Develop Plan to Improve Performance**--Once you have identified reasons for the discrepancies, you can work cooperatively with the staff member to develop a plan to improve performance. Plans may be individualized according to the needs of specific staff members, or if there are discrepancies that are shared by several staff, group procedures may be developed. Activities to improve performance may include revising plans, altering time lines, revising job role definitions, and inservice training.

5 **Implement Performance Improvement Plan** --When the plan is developed, you and the staff members will implement the plan. An important part of developing a performance improvement plan is specifying activities including who will do what by what time. Both you and the staff members should have specified responsibilities in the plan.

6 **Measure Effectiveness of the Performance Improvement Plan**--When the performance improvement plan has been implemented, you need to evaluate its effectiveness. You can monitor changes using your management information system. If the plan is effective, there should be a reduction in the discrepancy between the staff members' planned performance and their actual performance.

Also, ask staff for suggestions about how to improve staff improvement activities in the future.

Summary

The goal of managing program operations is to ensure program efficiency, to identify the need for updating and revising the program, to articulate the progress of the program both internally and externally, and to measure progress toward program goals. The major areas of program operation that have been overviewed include these:

- Setting implementation objectives
- Developing a management plan
- Planning for monitoring program implementation
- Identifying and assigning staff roles
- Ensuring staff job satisfaction
- Resolving conflicts effectively
- Evaluating and improving staff performance

NOTES

Learning Experience 1

Identifying Management Needs and Developing a Management Plan

OVERVIEW

COMPETENCIES	Describe in detail each general program component of planning, supporting, implementing, operating, and evaluating, including its goals, activities, staffing, budget, concerns, and major accomplishments. Assess the status of facilities, equipment, and materials used in the program on an ongoing basis, and suggest modifications necessary for program effectiveness. Describe the essential characteristics of various recognized management systems such as Program Planning Budgeting System (PPBS), Program Evaluation Review Technique (PERT), and Management by Objectives (MBO). Select a management system(s) that is appropriate for program accountability in a particular setting.
READING	Read Competencies 1, 2, and 3 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Develop a management plan to ensure completion of your career guidance program implementation objectives.
INDIVIDUAL ACTIVITY	Develop a management plan for one career guidance program implementation objective.
INDIVIDUAL FEEDBACK	Review your individual career guidance program management plan.
GROUP LEARNING OBJECTIVE	Assess the quality and completeness of career guidance program management plans.
GROUP ACTIVITY	Review the management plans developed during the individual learning activity.

INDIVIDUAL ACTIVITY

Develop a management plan for one career guidance program implementation objective.

Develop a management plan for one career guidance program implementation objective. Review the reading for Competencies 1, 2, and 3 on page 7. As you read, note the following points.

1. There are three advantages to using a management plan to guide the operation of your program:

   A. It gives information to support program compliance.

   B. It gives information that indicates whether you and your staff have followed your career guidance program plan.

   C. It gives information needed to make management decisions related to specific program problems.

2. Several management techniques are available for use in developing your career guidance program management plan. Two of these are Program Planning Budgeting System (PPBS) and Program Evaluation and Review Technique (PERT).

3. PPBS can help you develop a comprehensive plan indicating who will complete what tasks at what time and at what cost.

4. PERT provides information that allows you to review the tasks needed to implement your program, the amount of time required for each, the date on which task should be completed, and the total range of tasks being conducted at any time.

5. Review the PPBS and PERT charts in the reading.

Now, you will develop a PPBS plan and a PERT chart for one career guidance program implementation objective. Use one of the objectives related to developing career resource centers presented in the reading, or one you have developed.

1. Review Form 1, "Sample Program Management Plan."

2. Write your implementation objective on Form 2, "Program Management Plan."

3. List all of the specific tasks that you think must be completed to achieve the implementation objective.

4. After you have listed the tasks, go back to each task and list the persor(s) responsible, estimated costs (including staff-time, equipment, materials, phone, travel, etc.), time line (length of time required to complete the task), and date of completion for each task. Assume that the plan is for one year.

5. Review Form 3, "Sample PERT Chart."

6. List the tasks that you have listed on Form 2 (you can list just the numbers of the tasks) and on Form 4, "PERT Chart." Translate your time line to the PERT chart drawing through the time period during which each task will be accomplished.

Form 1

Sample Program Management Plan

Implementation Objective: The career guidance program development team will deliver a small group learning experience to develop job interviewing skills to 100 participants before the end of this program year.

Tasks	Persons Responsible	Costs	Time Line	Date Completed
1. Idenfify program ideas	Program Director Media Specialist Two Counselors	P.D. 5% – $375* M.S. 5% – $248 Two Counselors 5% – $496 Travel – $150 Materials – $100	Three months Sept. – Nov.	Nov. 31
2. Design experiences	Two Counselors	Two Counselors 5% – $496 Oct. – Dec.	Three months	Dec. 31
3. Develop materials	Two Counselors	Two Counselors 5% – $496 Print Materials $2.00/part. – $200 Purchase materials $2.00/part. – $200	Three months	Jan. 31
4. Arrange facilities and equipment	Program Director Two Counselors	Two days/$150 – $300 Ten days/$100 – $1000	Three months Nov. – Jan.	Jan. 31
5. Schedule participants	Program Director	Two days/$150 – $300	Three months Nov. – Jan.	Jan. 31
6. Deliver the activity	Two Counselors	Two Counselors 10%–$2310	Seven months Jan. – Aug.	Aug. 31

*Assume: Program Director at $30,000/year
Counselor at $20,000/year
Media Specialist at $20,000/year

Form 2

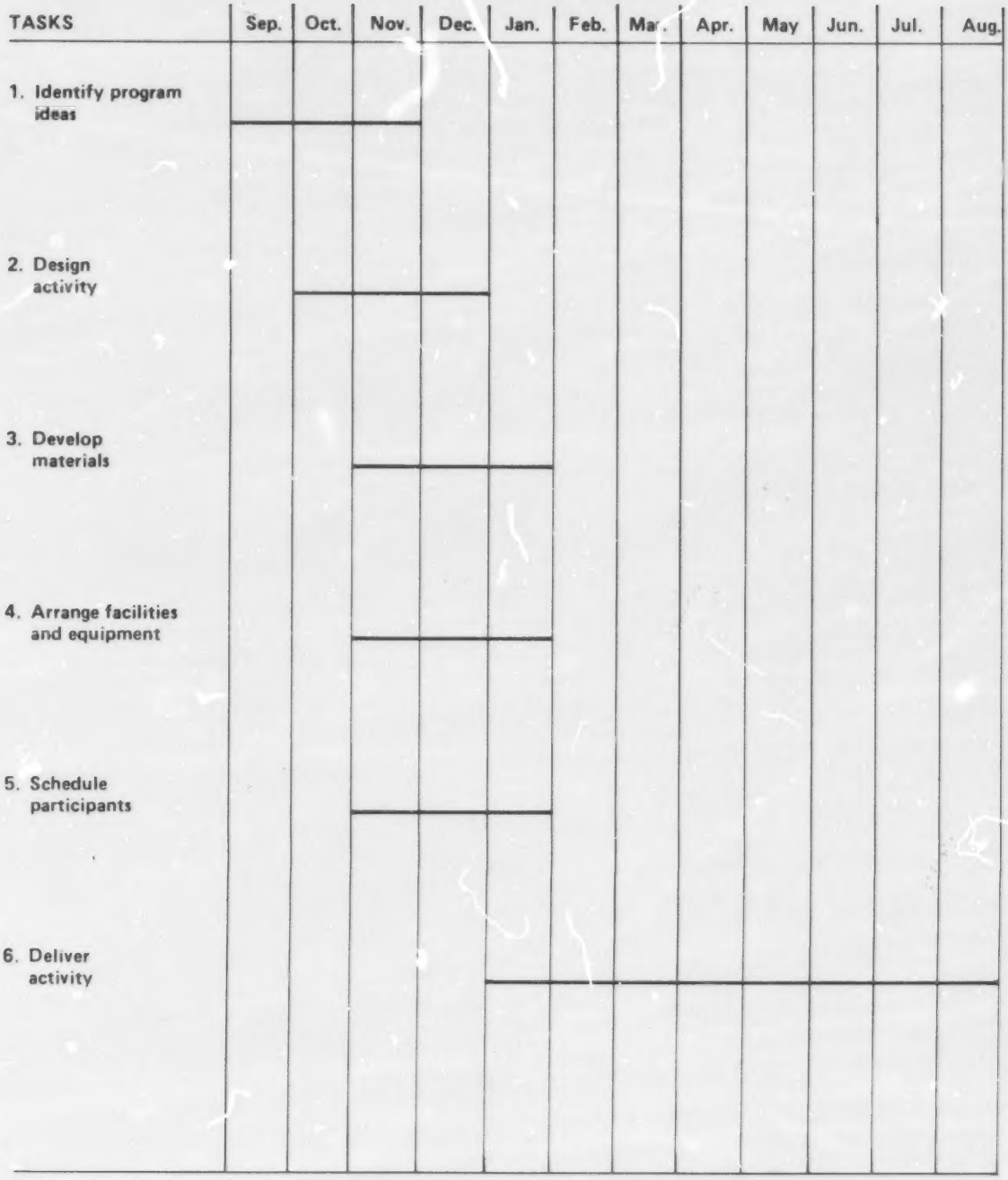
Program Management Plan

Implementation Objective _____

Tasks	Person(s) Responsible	Costs	Time Line	Date Completed

Form 3

Sample PERT Chart



Form 4

PERT Chart

Tasks	1	2	3	4	5	6	7	8	9	10	11	12

INDIVIDUAL FEEDBACK

Review your individual career guidance program management plan.

Review Form 2, "Program Management Plan," to be sure that you have--

1. listed all of the tasks which are necessary to achieve the implementation objective;
2. listed who is responsible for each task (at least by job title, e.g., job developer, counselor, director, secretary, media specialist);
3. assigned a cost to each task, which includes staff time, materials, equipment, phone, travel, etc.; and
4. developed reasonable time lines and completion dates.

Review your Form 4, "PERT Chart," to be sure that--

1. all tasks are listed;
2. time periods are accurately recorded; and
3. time lines are reasonable: (a) enough time is allowed and (b) staff are not being required to complete several major tasks at the same time.

Be sure that your information is complete enough to share with your group.

GROUP ACTIVITY

Review the management plan developed during the individual learning activity.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Tell participants that they will be working together in small groups.	It is preferable to have members of each group represent the same career guidance program.
2. Divide participants into groups.	Tell participants that they will be working in the same groups during other learning activities.
3. Have participants get into their groups.	Groups should have about four to six persons.

Facilitator's Outline	Notes
B Explaining the Activity	
1 Review Forms 2 and 4 that were completed in the individual learning activity	
2 Review the points made in the reading for Competencies 1, 2, and 3 on page 7	See the individual learning activity for a list of these points
3 Clarify any problems which arose when completing Forms 2 and 4 in the individual learning activity	
C Group Review of Individual Plans	
1 Tell the groups that each member should present plans as listed on Forms 2 and 4	Provide consultation to the groups during this activity
2 Have group members review each plan considering these points	
a All important tasks are listed	
b Staff members responsible for each task are listed	
c Costs for each task are stated and are accurate	
d Time lines and completion dates are reasonable and clear	
3 When all plans are reviewed, have each group summarize the problems that were evidenced in the individual plans	
D Feedback	
1 Have groups share problems that were evident in the individual plans	
2 Review the criteria for checking management plans	See the individual feedback of this learning experience for these criteria

Learning Experience 2

Implementing Procedures for Monitoring Career Guidance Programs

OVERVIEW

COMPETENCY	Monitor all components of the program, providing ongoing verbal and material support to staff and clients, and make decisions to solve management problems as they occur.
READING	Read Competency 4 on page 11.
INDIVIDUAL LEARNING OBJECTIVE	Develop a plan for collecting information needed to monitor your career guidance program management plan.
INDIVIDUAL ACTIVITY	Develop a monitoring plan for one career guidance program implementation objective.
INDIVIDUAL FEEDBACK	Review your individual career guidance program monitoring plan.
GROUP LEARNING OBJECTIVE	Assess the quality of plans for collecting and using information needed to monitor career guidance program management plans.
GROUP ACTIVITY	Review the monitoring plans developed during the individual learning activity.

INDIVIDUAL ACTIVITY

Develop a monitoring plan for one career guidance program implementation objective.

Develop a monitoring plan for one career guidance program implementation objective. Review the reading for Competency 4 on page 11. As you read, note the following points.

1. To design procedures to monitor program operations, it is necessary to--
   - A. determine exactly what type of monitoring information is needed;
   - B. gather the monitoring information using the procedures you have designed; and
   - C. report the monitoring information to your program staff and develop a plan to improve performance as needed.
2. Monitoring plans indicate exactly what will be checked (measured), who will do it, and when it will be done.
3. Feedback is crucial to the monitoring function so the plan should also indicate the feedback strategy that will be used, who will provide the feedback and when it will be done.
4. Review the sample monitoring forms in the reading.

Now, develop a monitoring plan for one career guidance program implementation objective. You may use the one you used in Learning Experience 1, one that you have developed, or one from the career resource center example given in the first section of the reading.

1. Review Form 5, "Sample Monitoring Plan."
2. Write your implementation objectives on the form on Form 6, "Monitoring Plan."
3. List the specific tasks that you think must be completed to achieve your implementation objectives. If you are using the same objective that you used in Learning Experience 1, simply relist the tasks on the form.
4. For each task, list the following:
   - A. How will you measure whether the task has been completed?
   - B. Who will measure (collect the information)?
   - C. When will the information be collected?
   - D. How will the information provide feedback to the staff?
   - E. Who will provide the feedback?
   - F. When will it be provided?

Form 5

Sample Monitoring Plan

Implementation Objective: The career guidance program development team will deliver a small group learning experience to develop job interviewing skills to 100 participants before the end of this program year.

	Task	Measure	Who	Date	Feedback	Who	Date
1.	Identify program ideas	Written list of 15 resources used	Counselors Media spec.	Nov 30	Staff meeting	Program dir.	Dec 31
2.	Design activity	Written outline of activity including objectives, activities, materials, and evaluation procedures	Counselors	Dec 31	Review by career guidance team	Career guid. team	Jan 31
3.	Develop materials	Written plan for the activity Written materials for student use Written list of resources and equipment	Counselors	Jan 31	Review by career guidance team	Career guid. team	Feb 28
4.	Arrange facilities and equipment	Written memo from project director and media spec. confirming room and equipment	Program dir. Media spec.	Jan 31	Circulate memo to entire staff	Program dir. Media spec.	Feb 15
5.	Schedule participants	List of participants with dates and time each will attend the activity	Program dir. Counselors	Jan 31	Staff comments on conflicts	Entire staff	Feb 15
6.	Deliver activity	Attendance reports Videotape sample interview for each Participant questionnaire giving their reactions	Counselors Participants	Aug 31	Program dir. and Counselors summarize data	Program dir. Counselors	Sep 31

Form 6

Monitoring Plan

Implementation Objective: _____

Task	Measure	Who	Date	Feedback	Who	Date

INDIVIDUAL FEEDBACK

Review your individual career guidance program monitoring plan.

Review Form 6, "Monitoring Plan," to be sure that you have--

1. listed all of the tasks related to the implementation objective;
2. described how the completion of each task will be measured (staff reports, observation, supervisor interviews, participant questionnaires, etc.);
3. listed who will collect the information needed to measure completion of the task;
4. stated a realistic date when the measurement will be completed;
5. suggested a strategy for providing feedback that summarizes the monitoring data (staff interviews, reports, staff meetings, etc.);
6. listed who will be responsible for providing this feedback; and
7. stated a realistic date when the feedback will be completed.

GROUP ACTIVITY

Review the monitoring plans developed during the individual activity.

Note: The following outline is to be used by the workshop facilitator.

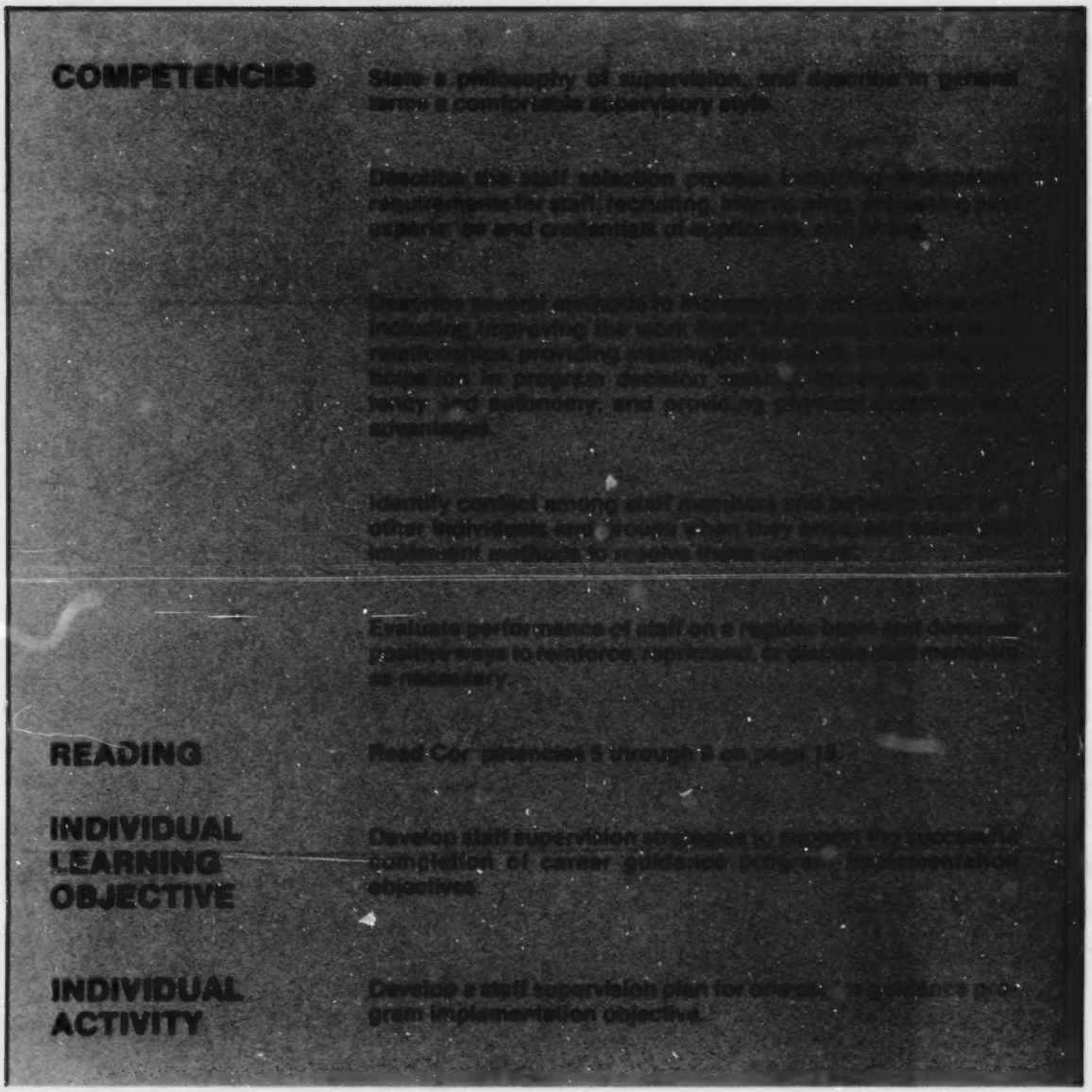
Facilitator's Outline	Notes
A Starting Point	
1 Tell participants that they will be working in the same groups they were in during the previous learning activity.	
2 Ask participants to get into their groups.	
B Explaining the Activity	
1 Review Form 6 which was completed in the individual activity.	

Facilitator's Outline	Notes
2. Review the points made in the reading for Competency 4 on page 11.	See the individual learning activity for a list of these points.
3. Clarify any problems that arose when completing Form 6 in the individual learning activity.	If needed, refer to Form 5, "Sample Monitoring Plan," for clarification of the process.
C. Group Review of Individual Plans	
1. Tell the groups that members should present their plans as listed on Form 6.	Provide consultation to the groups during the activity.
2. Have group members review each plan considering these points.	
a. All important tasks are listed.	
b. A measure has been listed for each task.	
c. The person who will collect the information has been listed.	
d. The date by which the information will be collected has been listed.	
e. A feedback strategy has been listed.	
f. The person who will provide the feedback has been listed.	
g. The date by which the feedback will be completed has been listed.	
3. When all plans are reviewed, have each group summarize the problems that were evidenced in the individual plans.	
a. Have groups share problems that were evident in the individual plans.	
b. Review the criteria for checking management plans.	See the individual feedback of this learning experience for these criteria.

Learning Experience 3

Supervising Staff

OVERVIEW



INDIVIDUAL FEEDBACK	Review your individual plan for staff supervision.
GROUP LEARNING OBJECTIVE	Assess the quality of staff supervision strategies.
GROUP ACTIVITY	Review and critique the staff supervision strategies developed during the individual learning activity.

INDIVIDUAL ACTIVITY

Develop a staff supervision plan for one career guidance implementation objective.

Review the reading for Competencies 5 through 9 on page 15. As you read, note the following points:

1. It is important to analyze your own style of leadership. The consultative and participative-group styles are most compatible with the program development process you have learned in this series of modules.

2. The staff selection process involves the assignment of new roles and tasks to current staff and the hiring of new staff. Program development involves changes and staff selection is a crucial aspect of effective program implementation.

3. An important aspect of program management is ensuring job satisfaction for program staff. Some specific strategies that can increase satisfaction are shared power, increased competence, peer support and feedback on performance.

4. Conflicts among staff are natural and will arise in any career guidance program. The goal is to resolve conflicts successfully rather than to avoid conflicts. Some steps in resolving conflicts are: recognize conflict when it occurs, develop mututal trust, have the courage to deal with conflicts, focus on ideas not people, listen for understanding, and seek a win-win resolution.

5. A final staff supervision function is evaluating and improving staff performance. A suggested staff evaluation and improvement process is: use management information to review performance, compare performance to planned performance goals, identify reasons for discrepancies between actual and planned performance, develop a plan to improve performance, implement performance improvement plan, and measure the effectiveness of the performance improvement plan.

Now, you will develop a staff supervision plan for one career guidance implementation objective. The plan will focus on designing strategies to increase job satisfaction and on identifying possible staff conflicts. You may use a career guidance program implementation objective that you used in one of the previous learning experiences, one that you have developed, or one from the career resource center example given in the first section of the reading.

1. Review Form 7, "Sample Staff Supervision Plan."

2. Write your implementation objective on Form 8, "Staff Supervision Plan."

3. List specific strategies you will use to increase staff job satisfaction. Develop these in terms of specific tasks and role definitions related to the implementation objective. Remember to consider the broad areas of shared power, increased competence, peer support, and feedback on performance.

4. List specific conflict situations that can potentially arise among staff. Again make these specific to the tasks and job roles that you have developed to achieve your implementation objective.

Form 7

Sample Staff Supervision Plan

Implementation Objective: The career guidance program development team will deliver a small-group learning experience to develop job interviewing skills to 100 participants before the end of this program year.

1. Strategies to increase job satisfaction

   A. Project director will allow the counselor freedom to define and develop the activity (shared power).

   B. The project director and the media specialist will identify resources to be used in developing the activity (increased competence).

   C. The counselor will be given money to travel to visit other programs (increased competence).

   D. The career guidance team might give feedback on the activity design (peer support).

   E. The measure for each task is stated and feedback will be provided (feedback on performance).

   F. The counselors will participate in reviewing evaluation information and revising the program (shared power).

2. Potential conflicts that might arise

   A. Failure of the counselor and media specialist to cooperate

   B. The career guidance team might give negative feedback about the activity design

   C. The program director and the counselor might fail to coordinate and cooperate

   D. This activity might conflict with other role responsibilities assigned to the counselors

   E. Other counselors might be disappointed because they are not involved in this activity

   F. Conflicts among staff might arise over the scheduling of participants, meeting rooms, and equipment

   G. Conflicts might arise between participants and the counselors during the activity

Form 8

Staff Supervision Plan

Implementation Objective _____

1. Strategies to increase job satisfaction

2. Potential conflicts that might arise

INDIVIDUAL FEEDBACK

Review your individual plan for staff supervision.

Review Form 8, "Staff Supervision Plan," to be sure that you have--

1. listed an implementation objective;
2. assumed that specific tasks and job roles will be used to achieve the implementation goals;
3. listed strategies that will increase job satisfaction--these should include several different types of strategies such as: shared power, increased competence, peer support, and feedback on performance; and
4. listed specific conflict situations that can potentially arise among staff--these should include staff at all levels and across task responsibilities.

GROUP ACTIVITY

Share your completed staff supervision plans developed during the individual learning activity.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Tell participants that they will be working in the same groups which they were in during the other learning activities. 2. Ask participants to get into their groups. B. Explaining the Activity 1. Review Form 8 that was completed in the individual activity.	

Facilitator's Outline	Notes
2. Review the points made in the reading for Competencies 5 through 9 on page 15.	See the individual learning activity for a list of these points.
3. Clarify any problems that arose when completing Form 8 in the individual learning activity.	If needed, refer to Form 7, "Sample Staff Supervision Plan," for clarification of the process.
C. Group Review of Individual Plans	
1. Tell the groups that members should present their plans as listed on Form 8.	Provide consultation to the groups during this activity.
2. Have group members review each plan considering these points:	
a. Do the job satisfaction strategies represent different strategies such as shared power, increased competence, peer support, and feedback on performance?	
b. Can the group suggest additional job satisfaction strategies?	
c. Are the potential conflicts that have been listed realistic?	
d. Can the group suggest other conflicts that might arise?	
3. When all plans are reviewed, have each group summarize the problems that were evidenced in the individual plans.	
D. Feedback	
1. Have groups share problems that were evident in the individual plans.	
2. Review the criteria for checking staff supervision plans.	See individual feedback section of this learning experience for these criteria.

NOTES

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3 Date _____

2 Position Title _____ 4 Module Number _____

Agency Setting (Circle the appropriate number)

6 Elementary School	10 JTPA	14 Youth Services	18 Municipal Office
7 Secondary School	11 Veterans	15 Business/Industry Management	19 Service Organization
8 Postsecondary School	12 Church	16 Business/Industry Labor	20 State Government
9 College/University	13 Corrections	17 Parent Group	21 Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Developing a management plan, to ensure the completion of career guidance implementation objectives.	0	1	2	3	4	0	1	2	3	4
2. Assessing the quality and completeness of career guidance program implementation plans.	0	1	2	3	4	0	1	2	3	4
3. Developing a plan for collecting information needed to monitor your career guidance program management plan.	0	1	2	3	4	0	1	2	3	4
4. Assessing the quality of plans for collecting information needed to monitor your career guidance program management plan.	0	1	2	3	4	0	1	2	3	4
5. Developing staff supervision strategies to support the successful completion of career guidance program implementation objectives.	0	1	2	3	4	0	1	2	3	4
6. Assessing the quality of staff supervision strategies.	0	1	2	3	4	0	1	2	3	4

Overall Assessment on Topic of Ensure Program Operations

Comments: _____

_____

_____

_____

_____

NOTES

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____.

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Ensure Program Operations*

Module Number: CG D-1

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Assess the quality and completeness of career guidance program	1. Participants can list reasons for using a management plan: • Compliance • Indicates whether program developed plan has been followed 2. Participants have completed and reviewed a "Program Management Plan" that-- • lists key tasks, • lists who is responsible for each task, • lists costs associated with each task, and • lists time lines and completion dates. 3. Participants have completed and reviewed a "PERT Chart" that-- • lists all key tasks and • shows reasonable time lines.
Group Activity Number 2: Assess the quality of plans collecting and using information needed to monitor career programs	1. Participants can list steps in designing a monitoring plan: • Determine information needs • Collect information • Provide feedback 2. Participants have completed and reviewed a "Program Monitoring Plan" that-- • lists one way to measure each task, • lists who will measure each task, • lists when each task will be measured, • lists how feedback will be provided, • lists who will provide feedback, and • lists when feedback will be provided.

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Assess the quality of staff supervision strategies	1. Participants can list major staff supervision functions: • Hiring and role assignment • Ensuring job satisfaction • Resolving conflicts • Evaluating and improving performance 2. Participants have completed and reviewed a "Staff Supervision Plan" that-- • assumes specific tasks and job roles; • lists strategies to increase job satisfaction which consider at least two of the following: shared power, increased competence, peer support and feedback on performance; and • lists potential conflict situations which might arise which consider: staff at all levels and across all implementation tasks.

REFERENCES

Axelrod, V., Drier, H., Kimmel, K., and Sechler, J. *Career Resource Centers*. Columbus: National Center for Research in Vocational Education, The Ohio State University, 1977.

Benson, A. *Planning and Management*. Career Education Dissemination Project Implementation Booklet 7. Roseville, Minnesota: Roseville Area Schools, 1977.

Mangum, G.L., Snedeker, D., and Snedeker, B. *Key Evaluation of CETA Manpower Programs: Reference for Prime Sponsors*. Washington, D.C.: Olympus Research Corporation, 1975. (NTIS - PB 24 66397)

U.S. Department of Labor. *Accountability and Productivity*. Module IV of U.S.E.S. Competency Based Employment Counseling Training Program. Washington D.C.: U.S. Department of Labor, 1978.

Viailles, H.D. and Hills, W.E. *Management Practices in Vocational Rehabilitation District Offices*. Norman: Regional Rehabilitation Research Institute, University of Oklahoma, 1973.

ADDITIONAL RESOURCES

Accountability and Productivity. Module IV of U.S.E.S. Competency Based Employment Counseling Training Program. U.S. Employment Service, U.S. Department of Labor, Employment and Training Administration, 6th and D Streets, N.W., Washington, D.C. 20213, 1978.

This is a competency-based training guide for counselors in the U.S. Employment Service but has applicability for career guidance programs in a variety of settings. The module goals are: the employment service counselor must be able to accept the responsibility for the effects of counseling on the counselee, the agency, and the community. The counselor must also be able to coordinate the various aspects of the total counseling program resulting in a continuous and meaningful sequence of services to applicants, staff, and community. The module presents five competencies related to this area of program operations and measures for corresponding subcompetencies. The training activities focus on learning experiences to help staff develop these competencies. The module also includes a variety of examples of monitoring procedures that can be applied to career guidance programs in various settings. This is one in a series of training modules that has been developed by the U.S. Employment Service.

Career Resource Centers. Valija Axelrod, Harry Drier, Karen Kimmel, and Judith Sechler. The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio, 43210, 1977. Cost $6.75.

This publication addresses how to set up, operate, and evaluate a career resource center. However, a number of concepts presented therein can be used in the general operations of a career guidance program. Portions of the document deal with management such as PERT charting and staff supervision.

Planning and Management. Career Education Dissemination Project Implementation Booklet #7. Arland Benson. Roseville Area Schools, Roseville, Minnesota, 1977.

This guide provides complete information about the planning/management activities of the Roseville Area Schools' career education project. It suggests that the development of skills necessary to plan and manage a comprehensive career education program relate to the following objectives: to be able to identify the elements of a management plan (PERT chart); to be able to describe the major multiplying (interaction) effects of the several program components; to be able to identify starting points for program development where the probability of success is high; and to be able to identify local, state, and national sources of funding for the program. The guide provides general information related to planning and management as well as complete documentation of procedures that were used to plan and manage the Roseville program.

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
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U.S. Department of Labor
Division of Employment and Training

Dr. Robert W. Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr. Jo Hayslip
Director of Planning and Development in Vocational Rehabilitation
New Hampshire State Department of Education

Mrs. Madeleine Hemmings
National Alliance for Business

Dr. Edwin Herr
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Dr. Elaine House
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Dr. David Lacey
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Personnel Planning and Business Integration
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Dr. Howard A. Matthews
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Dr. Lee McMurrin
Superintendent
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Ms. Nanine Meiklejohn
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American Federation of State, County, and Municipal Employees

Dr. Joseph D. Mills
State Director of Vocational Education
Florida Department of Education

Dr. Jack Myers
Director of Health Policy Study and Private Sector Initiative Study
American Enterprise Institute

Mr. Reid Rundell
Director of Personnel Development
General Motors Corporation

Mrs. Dorothy Shields
Education
American Federation of Labor/Congress of Industrial Organizations

Dr. Barbara Thompson
Former State Superintendent
Wisconsin Department of Public Instruction

Ms. Joan Wills
Director
Employment and Training Division
National Governors' Association

Honorable Chalmers P. Wylie
Congressman/Ohio
U.S. Congress

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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